John Jay College's Urban Male Initiative's mission is to increase retention and graduation rates amongst students of color, specifically African American and Latino males. All programs and activities of the Urban Male Initiative are open to all academically eligible students, faculty and staff, without regard to race, gender, national origin, or other characteristic. With each student UMI strive to complete the following goals:

1. Improve academic performance.
2. Assist students in their transition, persistence & graduation.
3. Create a community of excellence that aligns personal strengths with a degree programs of study.
4. Help prepare students for acceptances into graduate and professional schools through enrichment programs.
5. Collaborate with internal and external partners to provide students with information on pipeline programs identified by the CUNY Black Male Initiative that are designed to prepare undergraduates for competitive application processes to graduate school.

Why Mentoring is Essential to your Student’s Success?

The Peer Advocates Mentoring Program empowers men of color at John Jay College while creating a meaningful college experience. Through participation in mentoring activities and support programs, Peer Advocates encourage academic excellence, self-esteem along with professional and personal growth. Advocates are expected to meet with their assigned mentees at least three times a month on campus during the academic year while seeking to gain a better understanding of their mentees’ strengths and weaknesses while facilitating activities towards their success.

Encourage your Students to Visit Us!

The UMI Student Lounge (Rm L.74.02 NB) is a space where students are able to engage in a safe space where honest conversations are always encouraged! This space is equipped with a small library area, small kitchenette area which includes a refrigerator, microwave and a Keurig Coffee & Tea machine for those early mornings before class!

The Mentor Resource Room (Rm L. 74.01 NB) is a workshop room for both private and group meetings with the Advocates and their mentees. It is also the meeting space for the Men’s Support Group which meets every third Thursday of the month which is co-sponsored by the Counseling Department.

The UMI Learning Lab (Rm L. 73.01 NB) is equipped with 90 desktop computers in an environment that consistently promotes academic excellence.

For more information on UMI and how your student can get involved please visit our webpage at http://www.jjay.cuny.edu/UMI.php

Written By: Maria Vidal, Coordinator of Urban Male Initiative
Welcome parents and family members to the spring semester! Spring is a time of growth and possibility. The sun reappears, flowers bloom, and excitement spreads across campus as we approach graduation and summer break. Nevertheless, spring can be a challenging time of year for students struggling with eating issues. Young people especially are inundated with messages from society and the media that promote unrealistic and unhealthy ideals about weight and appearance. With so much emphasis on these subjects, it is not uncommon for college students to develop disordered eating habits. These habits, if left untreated, can lead to serious, life-threatening eating disorders like anorexia, bulimia, and binge eating disorder.

According to the National Eating Disorders Association (NEDA), approximately 30 million people in the United States will be impacted by an eating disorder at some point in their lives. Eating disorders don’t discriminate by race, age, sex, or size, but research has shown that college students are particularly vulnerable, as many of the typical challenges associated with college life, such as establishing independence and navigating new relationships, can lead students to develop disordered eating habits as a means of coping.

Eating disorders may appear differently depending on the individual, but there are several “red flags” that indicate a child or loved one may be struggling. Here are a few:

- Preoccupation with food and/or appearance
- Discomfort with physical appearance
- Changes in weight (loss or gain)
- Changes in eating habits
- Personality changes (social isolation, increased irritability, decreased energy, etc.)

February 23rd through March 1st, 2015 is National Eating Disorders Awareness Week. This year, the event will focus on early intervention, as well as recognizing the diversity of individuals affected by eating disorders. If someone is exhibiting disordered eating habits, early intervention can significantly increase the likelihood of preventing a full-blown eating disorder and lead to a greater chance of a full recovery.

If you believe that a child or loved one is struggling with disordered eating, you are probably right. It can be difficult to be supportive when someone you care about is not looking for attention or pity.

Try to be a good role model

Be patient and nonjudgmental

Listen openly and reflectively

Listen without interruption

Speak with the person when you are calm and not angry, frustrated, or upset

Ask what you can do to help

Have compassion if the person brings up painful issues

Remind the person that he/she has people who care and support him/her

Suggest professional help in a gentle way

Show care, concern, and understanding

Try to be a good role model

Understand that the person is not looking for attention or pity

For more information and resources on eating disorders and disordered eating, please contact the Counseling Department or visit www.nationaleatingdisorders.org.

Written By:

Jessica Greenfield, LCSW, Women’s Center Counselor/ Gender-Based Violence Prevention & Response Advocate

Developing Trust Between You and Your Student

Engage in open, honest dialogue rather than keeping secrets from one another.

Agree to disagree at times rather than equating disagreements with disapproval.

Listen to one another without interruption—there’s lots to learn from one another!

Talk about how things will be when your student comes home and make it a two-way conversation rather than a mandate.

Meet some of her campus friends, if at all possible, so you can better know who she’s talking about.

Don’t always “check in” with your student—it’s okay to go some time without being in constant communication and it allows your student to develop his own sense of self even more.

Put your conversations out in the open so your student knows where things stand and what she has to do, and so she doesn’t have to always wonder if the other shoe is going to drop.

Treast your student like an adult, in conversations, in making decisions and more.

Let your student know that he has your trust upfront and that you hope and expect he’ll maintain it.

Did you know? Based on the information gathered from your students at orientation, they are most interested in learning more about Career Services, Getting Involved on Campus, and course planning? Encourage your students to stop by the Center for Career and Professional Development to find out more information about these important areas! The Center for Career and Professional Development has a Job and Internship Fair coming up on February 26, 2015, it is never too early in their academic career to get started.

Did you know? Based on the information gathered from your students at Orientation, they are most interested in learning about Career Services, Getting Involved on Campus, and course planning? Encourage your students to stop by the Center for Career and Professional Development located at L2.71.00, the Center for Student Involvement & Leadership located at L2.75.00 and the Academic Advisement Center located at L2.79.00 to find out more information about these important areas! The Center for Career and Professional Development has a Job and Internship Fair coming up on February 26, 2015, it is never too early in their academic career to get started.

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